DOCUMENT RESUME

ED 087 981 CG 008 720

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TITLE Planning for Effective Community School Relations: A Manual of Procedures.
INSTITUTION Center for Urban Education, New York, N.Y.
PUB DATE 72
NOTE 49p.

EDRS PRICE MF-$0.75 HC-$1.85
DESCRIPTORS *Action Programs (Community); *Community Involvement; Community Programs; Educational Development; Guidelines; Manuals; Parent School Relationship; Program Planning; *School Community Relationship; *Workshops

ABSTRACT

This manual, aimed at all levels of educational development, presents procedures and suggestions for designing and conducting workshop in community-school relations. Part A discusses situations in which workshops can be beneficial, the objectives for a community-school workshop and the cost. Part B offers explicit directions for conducting the workshop (including the planning phase), suggested participants, possible stipends for participants, and staffing. The Appendix includes samples of various forms used in planning and conducting a community-school workshop. (Author/HMV)

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planning for effective community-school relations:

a manual of procedures

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PLANNING FOR EFFECTIVE COMMUNITY SCHOOL RELATIONS

A MANUAL OF PROCEDURES

by

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Fall 1972
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PREFACE

No observer of public education can seriously question the urgent need for planned programs in community-school relations. One needs only to consider the multi-faceted problems being faced today in many urban and suburban educational systems.

Ever-increasing demands for accountability in education are an outgrowth of the public's lack of confidence in the school bureaucracy. Parents query the increasing costs of education. They point to the massive outlay of funds and resources made possible through the Elementary and Secondary Act of 1965, and call attention to the lack of significant educational improvements. Rising teacher militancy accompanied by community demands and pressures for quality education, along with student unrest, are only a few of the elements that indicate a breakdown in trust between school and community, and even within the school itself. These conditions, combined with the recent emergence of new educational programs involving parents and community, require that the school personnel and the people they serve work more closely together to bring about meaningful educational change. It is toward this end that the Center for Urban Education has devoted so much of its development and research efforts.

The materials contained in the Manual of Procedures are the result of our work in community-school relations over a three-year period. It is hoped that his manual will serve as a resource tool to any one who is:

(a) convinced that the quality of community-school relations is a determining factor in the success of any school and, indeed, of any school system;

(b) concerned that, in the majority of our metropolitan areas, the relations between communities and schools

have greatly deteriorated, especially in situations involving large members of minority group people;

(c) alarmed at the distrust, resentment, frustration, charges, and countercharges that often result in open conflict between community members and school personnel;

(d) convinced that there is an urgent need to do something to improve community-school relations, since improvement will not come about of itself.

We are addressing this manual to all who have a vital stake in the resolution of the interpersonal problems that increase the divisions between communities and their schools, and hamper the education of children. This includes people in individual schools, local school districts, school systems, parents associations, teachers organizations, schools of education (as part of their teacher-preparation programs), and community relations divisions of colleges and universities interested in fostering productive community-school relations.

PART A

INTRODUCTION

Public dissatisfaction with the schools has assumed alarming proportions... The hitherto passive acceptance of the school system by the community has, in many areas, given way to questioning by angry parents and students. There is the growing feeling that the schools may not only be failing students as individuals; they may also be failing the total society in the process. This dissatisfaction with the schools is continually brought to our attention by various surveys, books, articles, and so forth, all of which point to the failure of the schools.

Major complaints center around the fact that young people are not being adequately prepared to perform the jobs available in a highly technological society; nor are they encouraged to become creative, independent thinkers, capable of participating in democratic decision-making processes. The courses of studies offered to most students are found to be not relevant to prepare students to function within a pluralistic society; and even the most conscientious teachers are often found to be inadequately trained, and therefore unprepared, to present challenging material to a student body that is both diverse and increasingly aware of world realities.

We see evidence of dissatisfaction in the reported incidents of student unrest; in the protests and other activities of parents and community groups seeking control of schools in their neighborhoods; in teacher strikes; in voter rejection of needed bond issues; in court suits; in the great increase of alternative plans for schooling. But the most important factor in this dissatisfaction is the firm belief among large numbers of the poor (especially members of ethnic and racial

minority groups) that they are being short-changed by their fellow citizens, who control the social, economic, political, and educational institutions of society.

These are the factors which provide mounting evidence that the development of new relationships between schools and the communities they serve is of great importance, and that such relationships demand prompt attention. The usual one-way flow of information from the school to the community will no longer suffice.

Past efforts at developing a dialogue with the community, in addition to being haphazard, served only to reveal areas of conflict, while providing no process or mechanism for resolving them. The failure of such public relations efforts to "sell" the school to the community emphasizes an almost complete lack of faith in the schools on the part of parents and others in many urban communities.

Community members are now determined to have a voice in school affairs. They are stating in strong terms their belief that school policies should be developed by a cooperative effort involving educators and laymen. Many educators also believe that the quality of community-school relations is an important factor in the success of a school.

The following are some of the factors underlying the need for planned programs to improve community-school relations. If the school is to become an effective and meaningful experience for the urban child, then home, school, and community will need to work cooperatively on the educational problems with which they are confronted.

A program aimed at improving the relationship between school and community should seek to:

(a) promote and improve communication between home, school, and community;

(b) promote clarification and understanding (among school personnel and community members) of each other's educational philosophy and expectations regarding the school;

(c) motivate school personnel and community people to work together in identifying and assessing educational problems in their community and in seeking solutions;

(d) promote greater participation of parents and community residents in educational affairs.

The outcome of a workshop in a community-school relations should include as minimum goals:

(a) Greater understanding of people's behavior as individuals and as members of a group;

(b) Greater skill in working cooperatively and effectively with individuals and groups;

(c) Greater skill in identifying and solving community-school problems;

(d) Greater involvement and participation in community-school affairs.

The participants in the workshop (principals, teachers, students, and community members) should each develop greater understanding of their own behavior, as well as the behavior of others.

I. COMMUNITY-SCHOOL RELATIONS

Good community-school relations encourage the cooperation of home, school, and community in a manner that stimulates them to work together for the education of the community's children. For professional school personnel, this means a situation relatively free from disturbance so that work may be carried out in a peaceful atmosphere. From the view-

roint of the community, this means a situation in which school personnel show sympathetic awareness of the needs of the local community and are responsive to the wishes of community residents regarding the education of their children. Community-school relations, at work, therefore, means an arrangement in which the individuals involved are working together satisfactorily. The members of each group feel that their expectations regarding the school and its function are being met.

II. COMMUNITY-SCHOOL RELATIONS WORKSHOPS

A workshop is a series of meetings (as few as four, or many more depending on the circumstances) that is led by someone who motivates and moderates the sessions without becoming directly involved in them. This kind of a leader is called a resource person. Emphasis is placed on individual study and participation in a small group. In the workshop method of learning, the individual develops skill in solving his own problems with the help of both the group and the consultant. The learner is expected to graduate from the workshop with skills, as well as a plan of action which he can apply to his real-life situation.

III. IN WHAT SITUATIONS DO WE RECOMMEND A COMMUNITY-SCHOOL RELATIONS WORKSHOP?

The workshop is appropriate for use in:

(a) crisis situations in school systems, such as teacher strikes which have generated great hostility toward teachers in several communities. We note, for example, the 1968 New York City teacher strikes, the 1969 teacher strike in Florida, and the 1970-71 strike in Newark, New Jersey;

(b) those situations where the conflicting viewpoints and demands of school personnel and community people need to be reconciled;

(c) school systems undergoing decentralization where there is, for example, the problem of recognizing and specifying the respective "rights" and "responsibilities" of parents and school personnel, of understanding the role of the local district board, etc.;

(d) situations where mutual confidence and trust between community and school seem to be declining. Something is definitely wrong when, for example, school bond issues are repeatedly rejected by the voters in the face of evident need;

(e) situations where there is an apparent need to create a social climate conducive to productive community participation in schools in partnership with the school personnel. The New York City School Decentralization Law, among others, mandates community participation in the school's educational effort, but does not specify the mode, or the level, of such participation, or the mechanism for insuring community participation. For example, the law provides that:

Each community board must adopt by-laws requiring that:

(1) There be a parents' association (PA) or parent-teachers' association (PTA) in each of its schools, and,

(2) The board, the community superintendent, and the principal of each school have regular communication with all the PA's or PTA's to the end that they are provided with full facts pertaining to matters of pupil achievement, provided that records and scores not be disclosed in a manner which will identify individual pupils.[1]

[1] A Summary of the 1969 School Decentralization Law for New York City, Human Resources Administration, Office of Education Affairs, New York, 1969.

But, the law does not indicate any steps that the PA's or PTA's can then take to improve pupil achievement in their schools, should the records indicate that such achievement is lacking. Such ambiguity undoubtedly aggravates an already sensitive situation.

There is already a great deal of conflict in several communities where, as a result of the ambiguity created by the law, community school boards are engaging in certain actions, e.g. ignoring the central board's eligibility list in their hiring of teachers, as a means of testing their authority and powers. Also, in many cities (where no decentralization is in progress) there are commuities where the people are insisting on a voice in their children's education;

(f) finally, situations where there are tensions and/or conflicts involving various ethnic elements in the school population.

IV. WHAT ABOUT THE COST OF A COMMUNITY-SCHOOL RELATIONS WORKSHOP?

An important fact to bear in mind is that money, despite its importance, will not necessarily solve a problem. There is the tendency, quite often, to blame difficulties on the lack of sufficient funds for a needed improvement. But it has been proven repeatedly that good programs which meet a need, and are properly implemented, will often solve or improve a problem situation.[2]

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[2] See Millard Z. Pond and Howard Wakefield, Citizens Survey Their School Needs (Columbus, Ohio: College of Education, the Ohio State University, 1954) pp. 1-70.

It is possible for a parents' association, with the cooperation of a local school, to conduct an effective community-school relations program at nominal cost--the cost of the manuals for the director and his assistants. Since the most important qualification for the director is an acute concern about the conflict between school and community, and the harmful effect of such conflict on the education of the child, the director may even be a volunteer. In addition, he must have the conviction that the gulf between school and community can be bridged, as well as the commitment to do something about it.

On the other hand a school, a school system, or a citizens' group, may decide that it prefers a workshop conducted by professional human-relations experts (e.g., personnel from the Michigan University Center for Group Dynamics or the American Management Association, etc.). In that case, the cost may well be absorbed in the budget, be financed through funds obtained from some governmental agency, or an interested foundation. Staffing needs are discussed in detail in Part B, beginning on page 8.

PART B

CONDUCTING A COMMUNITY-SCHOOL RELATIONS WORKSHOP

I. THE PLANNING PHASE

Determining Need

The first task for you and/or your group will be to determine how great a need there is for a community-school relations workshop. Why? Because you proposed workshop will evoke interest and win support only if it is demonstrably directed to meeting specific needs.

To determine the need for a community-school relations workshop try to answer such questions as:

What is the quality of relations between the school and the community?

Does it seem to you that there are conditions about which something needs to be done?

Are there problems concerning the teaching staff?

Is there a constant turnover of teachers?

Are the people of the community satisfied with their children's education?

What is their general attitude toward the school and the teachers?

Do they seem to respect, and have faith in the teachers, or do they seem indifferent, perhaps even antagonistic, toward the school and the staff?

The answers to these and/or similar questions will indicate the degree to which there is a need for a community-school relations workshop.

But don't rest here. Check your impressions with others--parents, community people, teachers, and school administrators. Have your group conduct a simple survey. This may be done by interviewing a sample of people (perhaps fifty) representing a cross-section of the community residents. Ask parents, for example, how they feel about the school, if they believe the school is meeting the needs of their children. Determine the extent of their participation in school matters; how active are they in the PA or PTA. Ask the principal and some of the teachers if they feel they are getting sufficient support from the community. If they say they are not, try to discover what they feel the reasons are. Similar questions can be directed to others in the community (e.g., representatives of such groups as an education council, and community action agencies) to determine their interest.

Making Contracts

The second step in the planning follows logically from the first--namely, you need to enlist the interest and support of relevant groups. These are groups and individuals who have various positions of power in the community. By giving or withholding support, these individuals or groups can make it difficult for you to get the program into the community. Many an admirably conceived program has failed because it was not first discussed with those who were going to be affected by it. Better still, have these groups participate in the planning. Thus, you will gain legitimacy for your program. Talk to the local school board, parents' groups, the principal, and other school personnel, especially the representatives of the teachers organization. These are very likely

the groups from which you intend to draw the participants in the workshop. Acceptance by these groups will smooth the path for your community-school relations workshop.

Your job is to convince these people that a need exists for the program and that they will benefit from it in some way; i.e. that interpersonal relations involving home, school, and community are likely to improve as a result of the workshop. The most effective way of establishing contact with future participants is by letter.[3] Send a letter to each such person giving a brief and forthright description of the proposed workshop, explaining how it will benefit the school and the community. Conclude the letter by asking for an opportunity to give more detailed information and to answer questions in person.

Be Ready to Inform

Your next task will be to explain the nature and the goals of the program. The individuals whose interest and support you are seeking to enlist will expect and require this of you. To do this, you will need to define the goals and objectives very clearly to yourself, before you approach any of these groups. If they perceive that you are not sure about what you expect your workshop to accomplish, you will have difficulty getting your program started.

Develop a guide for your planning. This should be a conceptual framework, as simple and concrete as possible, containing, at the least, your idea of what relations should be between the community and the school. By knowing the condition you desire to create between school

[3] See Appendix A for a sample letter.

and community, you will be able to state your specific goals and objectives for the program, as well as define your method or technique for accomplishing such goals and objectives. The guide can also indicate the importance of good community-school relations for improving children's education.

Your Target

The purpose of your workshop is to make an impact on certain persons, groups, or situations and to change the behavior of such persons and groups, or to change existing conditions. Therefore, your next task will be the selection of your target group. The group consists of those persons whose behavior you want to influence.

The selection of participants (i.e., representatives of your target group) will be simplified by asking yourself this question: "Who are the significant parties or groups affecting community-school relations?" Your situation may well be different from ours. We selected:

(a) Principals, because they are the chief policy and decision-makers in the local school, and represent the school to the local community by being most visible to the people of the community;

(b) Teachers'-organization representatives because the teachers' organization, by virtue of its system-wide contractual relations with the central board, is able to exert great power over educational policy;

(c) Teachers who are not unionized, because they are directly involved with pupils and their parents;

(d) Community representatives, because it is between the people of the community and the school that tension and conflict often exists;

(e) Members of the local (community) school boards, because, although they represent (or should represent) the community, they are often in the untenable position of trying to mediate between the school personnel and the local community people;

(f) Students, because many of the problems of community-school relations relate to students, especially on the high-school level, e.g., lack of communication between pupil and teacher, etc.

Should Participants be given a Stipend?

This is not a simple matter to decide. There are some who maintain that we should challenge the "commitment" of participants to the goals of a program. They feel that if the goals of a program are worthwhile, individuals will not expect to be paid. These individuals also maintain that a stipend serves to interest those who otherwise might not enroll in the program. However, it is almost certain that attending the workshop will involve some cost to the participants, such as transportation, baby-sitting, and other similar expenses. Furthermore, if the union contract requires compensation for after-school teacher activity, other participants will expect compensation equal to that of the teachers.

We suggest that the circumstances of the community representatives be made the criteria for offering a stipend. We would suggest as a stipend whatever amount seems reasonable as repayment for their out-of-pocket expenses. Since differing stipends might serve to create tensions

that would undermine the success of the program, we recommend that all participants, professionals and community people, be paid at the same rate, if paid at all.

Some suggestions on logistics

You are now ready to deal with some important mechanical problems.

(a) Where is your workshop to be conducted? You answer this question by naming the location. We recommend that the selected location reflect the conditions of the community in which the workshop operates. It should be where the problems which it is seeking to solve are most evident. This should be so even if the workshop is being conducted on a small scale, for example, when it involves the staff, parents, etc., connected with an individual school.

In our case, we selected two communities where large ethnic minority groups made up the majority of the population. There were frequent confrontations involving school and community--i.e., communities experiencing the tensions and conflicts that are symptomatic of deteriorating community-school relations.

(b) Getting the workshop on to the site is not always a simple matter. Let us suppose that you introduce the community-school relations workshop into a school district where there are twenty or so schools. Your procedure should be as follows:

(1) Contact the local community or district school board. Send a letter giving precise, but brief, information about the program and advise them that community school (or school district) board members are eligible to participate

in the workshops. At the same time, request an opportunity to appear personally in order to explain more fully the objectives and scope of the workshop.

At such a meeting, you should distribute copies of the program rationale and objectives. The rationale should explain what is meant by a workshop in community-school relations, why such a workshop is needed in that community, and how such a workshop will benefit the community. Also indicate the scope of the workshop: namely, the groups from which participants will be selected, the number of sessions, and the topics to be covered.

The specific content of the workshop sessions should reflect the needs and concerns of each particular community. You can insure this by having materials that are flexible. The discussion leader (who should be alert and sensitive to the problems and issues that appear to be of greatest concern to the participants) will then be able to insert items that relate to the immediate situation. Strive to avoid being confronted with situations in which you may be told, "what you have brought to us does not apply to our community."

(2) After you have obtained the approval of the community or district school board, contact the principals of the schools, the representatives of the teachers' organization (if there is one), the teachers expected to participate, the parents or parent-teacher associations, and other community groups. (These might include the educational

council and the community action corporation, if these exist in the community). You should follow the same procedure we suggested for obtaining the cooperation of the school board. The acceptance of all, or of a substantive majority, of these groups should be secured before attempting to select and register participants. However, it is possible for the program to function successfully without the approval of one or more of these groups.

The Community Learning Center

We recommend the community learning center as the setting for workshop sessions. This is a facility that is not associated in any way with the school system or with any particular group. It is therefore, a neutral location in the sense that it is not controlled by any vested interest but is nevertheless available for any activity concerned with the community's educational development. This neutral location is essential if the freedom and interity of the workshop in community-school relations is to be assured. Also, the neutral site provides a situation that is not threatening to the participants.

In the absence of a community learning center, some other facility such as a church parish hall or basement, meeting rooms in a YMCA, a storefront location, etc., may serve as a suitable alternative.[4]

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[4] See the document, "Ways of Establishing and Funding a Community Learning Center," a publication of the Center for Urban Education.

Some Important Do's

(a) Do remember to provide adequate accommodations for the participants in the workshop. You will need a large room with ample seating to provide for those occasions when all the participants meet together in one group for orientation, to view films, or to engage in full sessions. If your workshop is large and subgroups are required, you will need a room for each workshop group. However, in situations where it might be difficult to provide the amount of space suggested, then a very large room, with movable partitions, may suffice. The size of the group is of prime importance. It has been found that the most effective workshops do not exceed fifteen persons in each work group.

(b) Since this is a workshop, certain supplies will be necessary. Note pads, folders, and pencils should be provided for each participant. Since most of these persons are probably strangers to each other, name-tags will make it easier for participants to identify each other.

Pay special attention to the materials that are specified for each session. Such items as tape recorders (if planned for use), blackboards, newsprint, magic markers, reading materials for hand-outs, films, etc., must all be made available and checked at the workshop site before the start of each session.

(c) When possible, see that adequate off-street parking facilities are available within easy access of the workshop site. Unless the meter can be timed for at least three hours, we do not favor public parking.

(d) The participants will be grateful for refreshments such as coffee and cookies. Looking after their physical comfort will work to enhance the participants' desire to insure the success of the workshop.

II. STAFFING THE WORKSHOP

Many a good program has failed because of inadequate staffing. An effective workshop will require proper staffing through all phases-- planning, designing, and execution. In addition to the person directing the workshop, there should be a discussion leader for each workshop group. This is the minimum staff necessary for a satisfactory program. Ideally, there should be an assistant director to help in the planning and designing phase and to share other responsibilities. Also, it would be helpful to have an observer to assist each discussion leader.

The qualifications and personal characteristics of the individuals chosen to fill staff positions are also of great importance. It is essential that the individuals chosen possess the skills needed for effective performance in each position.

Also, have as staff members persons who are compatible and can work well as a team (i.e., persons who are not jealous about "guarding" their individual contributions). Members of the staff should share common sensitivities both to the program and to the problems in community-school relations to which the program is directed.

It may be necessary to engage individuals as consultants. In that case, it is of primary importance to determine what you want the consultant to do before hiring him/her. Is the consultant to

assist in the planning or designing of the program? Is the consultant to help in translating your ideas into concrete program materials? You should be able to specify what his role and duties are in regard to the program. Again, it is essential to insure that the consultant possesses the required competence, experience, and sensitivity for the job he is to perform. Otherwise, he will damage the program by injecting his own idiosyncracies, and thus change the focus, as well as the impact, of the program.

The Role of the Workshop Leader

The leader should be sensitive to the philosophy and goals of the workshop. However, his training should emphasize the need to be objective. The purpose of the workshop is to develop skills, techniques, and understanding in interpersonal relations involving school personnel, parents, students, and other community residents. The leader is there primarily as a resource person, facilitating and promoting discussion while being objective and neutral. If the discussion seems to be grinding to a halt, he should be able to point to an aspect that has been overlooked, or call attention to another viewpoint from which the problem may be approached.

Infrequently, the workshop leader may find it helpful to become an active participant in the group activity. When he does this, he should indicate that he is assuming the role of participant. In any case, he should at all times strive to be objective.

It should be stressed that a workshop, no matter what it may deal with, aims at training the participants to do some job or task better. This is so whether the participants are teachers,

managers, or community workers. Moreover, the underlying philosophy of a workshop is that there is a recognizable pattern to human behavior. Also, human nature is not fixed or unalterable, i.e. human beings can change their behavior because they can learn. The fact that people can learn shows that people can change. A workshop sets out to change the behavior of its participants by exposing them to new learnings.

In order to help people change there are certain things the workshop leader must know and do:

(a) He must create an atmosphere that makes it easy for every member of the workshop to participate. He makes all feel welcome; during sessions he gives a sympathetic ear to the ideas and suggestions of everyone; he encourages reluctant participants to express their views. By respecting their feelings, the leader will also be helping the participants to respect each other's feelings and contributions.

(b) The leader must understand that a workshop is basically a problem-solving process in a group setting. He will therefore need to develop a problem-solving orientation. The participants clearly feel they have problems in their community-school relations with which they need help; that is why they have come to the workshop. However, the leader needs to know how to encourage them to look at, and deal with, their problems objectively. Also, for most problems, there are no simple and/or sure answers. Therefore, workshop participants must be encouraged to analyze their problems, and through the decision-making process, move toward what they consider an acceptable, workable, solution.

(c) The workshop leader needs to be aware that individuals are more likely to change their behavior when they share in planning the activities intended to effect such change. Hence, he should have the members participate in defining and setting the goals for the workshop. He must encourage them to analyze what they see in their own behavior, in the school organization, or in the community, that can be influenced and modified most easily; then have them suggest what things may be worked on in the sessions. Also, he will need to know how to help them plan a feasible program to work on after the workshop ends. In this way, the workshop experience will relate to actual situations faced by the participants.

(d) At the risk of appearing to be repetitious, we again emphasize that the focus of the workshop is on behavioral change. As participants interact, and as communication between them is increased and improved, parents, students, community representatives, and school personnel will be able to cooperate in identifying and working together to resolve or reduce problems. It is therefore imperative for the workshop leader to avoid any temptation to criticize participants' attitudes or analyzing their behavior. Sensitivity training and encounter group techniques are inappropriate here. However, he (or she) should be prepared and equipped to cope with confrontation whenever it occurs. Confrontations arising from interchange among participants can be productive. They often precede serious and constructive attempts to come to grips with the problems and issues at hand.

The Role of the Observer

As previously stated, an observer is always helpful to the workshop leader. The task of the observer is to monitor the content of each session, as well as the group functions.

"How productive was the discussion?"

"What kind of interaction occurred among the members of the group? Was the task accomplished?"

"What problem or issue most concerned the members of the group or generated the greatest degree of hostility or friction among them?"

"What solutions were proposed to problems?"

"How were issues resolved?"

The observer should know how to record pertinent aspects of the discussion, other activities, and the behavior of the participants. He should record only what he actually sees in the group, and should not attempt any interpretation. If he (or she) feels a task was not accomplished, it should be noted in the observation report. Interpretations should be undertaken only when the entire staff meets to discuss the written observation reports. Regularly scheduled staff meetings should be held as quickly as possible after each session, while everything is still fresh in each one's mind. It is here that the staff is able to determine how effective the program is, what changes need to be instituted, etc.

Observers should not assume the role of a participant during workshop sessions, unless he (or she) is requested to do so by the workshop leader. Experience has shown that impromptu observer-

participation tends to affect the trend and conduct of the workshop. It inhibits the participants, which endangers the natural flow of discussion, and therefore limits the experiential growth that they are expected to acquire.

TRAINING FOR THE WORKSHOP STAFF

We have discussed the skills and qualities that are desirable for workshop leaders and observers in the preceding section, Staffing the Workshop. So, consideration should now be directed to how a competent staff can be obtained. If cost is not a factor, persons experienced in group work should be readily available to you. If you need assistance in locating such personnel, contact your local college or organizations working in human relations or group dynamics.

Be prepared, however, for members of the community, because of their interest in developing cooperation between school and community, to volunteer their services. This would not only help reduce the cost of conducting the workshop, it would provide greater scope for the selection of indigenous people. These people would bring to the workshop in community-school relations a sensitivity which an outsider to the community (as well as to the community-school problems) might not have. If no one presently associated with the pre-planning phase of the program is available to conduct staff training sessions, we again advise you to seek the assistance of organizations within your community that have had experience in group work.

The training sessions should include at least the following topics:

1. Workshops - what they are; what are their functions; how are they structured; what can be expected of them. Stress that the workshop method undertakes to provide participants with the skills to do a better job.

2. Workshop Methods and Techniques - The leader should receive training in the various methods and techniques employed in the workshop setting: small group discussion, case study, role play, fish bowl, problem-solving and decision-making exercises, and audio-visual materials.[5]

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[5] These techniques are discussed in Appendix D.

PART C

I. DESIGNING THE COMMUNITY-SCHOOL RELATIONS WORKSHOP

The essential elements of the community-school relations program are the following:

The Rationale

The rationale is a basic and crucial element in the development of the program. A fully-developed rationale will specify the long-range goals of the community-school relations workshop. It will also give an assessment of the extent to which actual conditions in the relations between school and community deviate from these desired goals. The rationale should also outline a general strategy indicating how the program proposes to close the gap between existing conditions and the desired state of affairs.[6]

The goal of your community-school relations workshop may be to increase communication between school and community. Your assessment of existing conditions would therefore include reference to some of the misconceptions, suspicions, frustrations, mutual distrust, hostility, open conflict, etc., that result from a lack of communication between school and community. You would also specify the factors giving rise to these conditions, and show how these factors and conditions detract from the effectiveness of the school. The strategy for changing these

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[6] For an example of a fully developed rationale illustrating these points, see "A Program to Improve School-Community Relations," Section I, a publication of the Center for Urban Education, New York, N. Y.

conditions would be the series of workshops in community-school relations.

The rationale, when fully developed, should also identify the groups from which participants in the program will be drawn. This identification should include an explanation of the significance of each group for the quality of community-school relations as well as the criteria for the selection of participants.[7]

The Content

This is the most crucial element in the development phase of the program. You are now facing the challenge of translating your ideas for improving community-school relations into a plan of action for bringing about the desired change. You have planned this workshop, you have selected the participants. What will they be doing in the workshops?

It cannot be emphasized too strongly that content should be related to the objectives of the workshop.[8] If your goal is to increase communication between school and community, then materials containing recommended techniques to be used should contribute to the achievement of that goal. If the time appears too short to deal with all the items in your outline, then specify for the leader those items you consider essential to be dealt with in the session.

There are many types of techniques included in the material that

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[7] On p. 11 of this manual we have specified the criteria for selection of the participants in the experimental programs we constructed.

[8] Appendix B is a sample questionnaire. Also, see pp. 8-9 of the manual.

you may want to consider: case studies, discussion stimulators, problem-solving games, audio-visual materials, etc. Your choices will depend on the situation, as well as what you want to accomplish in each session.[9]

Your main task at this point is essentially that of preparing a set of materials to be used in each workshop session. In our case, we planned fifteen sessions. The materials for each session focused on a sequence of activities and tasks recommended for the participants to perform during the session period. The manner in which the activities were introduced, as well as the procedures and needed skills for their performance,were also carefully described. In this way, the session unit was complete in itself, and the effectiveness of the session was more assured.

Having self-contained units is important for another reason. A user of the program is able to lift out those sections that fit his particular situation. The sections will be successful, since the units for the sessions will not depend on each other. However, outlines should be reviewed before each session to assure the leader's familiarity with the material. In addition, a review will permit the leader to adapt the outline according to the events that occur outside the workshop between sessions.

The format we found to be very helpful is:

Topic: Here we specified the topic for the session.

Goal Specification: The goals or objectives of the session were

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[9] See Appendix C for a listing of various content materials and techniques.

spelled out. It is very important that the goals of each workshop session contribute toward achieving the overall goals of the entire workshop, i.e. they should relate to some specific aspect of the workshop's long-range objective.

Equipment and Materials: We listed the items and equipment to be used, e.g. name tags, blackboard, newsprint, tape recorders, printed or mimeographed materials for handouts, etc.

Session Activities: The activities the participants would perform in order to achieve the objectives of the session were specified, e.g. role play, case study, discussion.

Techniques and Strategies: This refers to the instructions and procedures the group leader should follow in conducting the workshop session.

Expected Outcome: Here we indicated the expected changes in the participants' behavior. Testing the expected outcome facilitated objective evaluation of the activities of the session.[10]

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[10] A complete outline of a sample session unit is provided in Appendix D.

II. IMPLEMENTING THE COMMUNITY-SCHOOL RELATIONS PROGRAM

Getting the program started requires close attention to the following:

Notifying the participants: It is assumed that the participants will have been selected some time before the workshop begins, on the basis of the criteria which you and your team established. At least four weeks before the starting date, a letter should be sent to all prospective participants. A choice of days should be given them. Ask them to indicate their second as well as their first choice. Choose the days preferred by the majority of participants.

It sometimes happens that extenuating circumstances (new jobs, illness, etc.) prevent a few registrants from participating in the workshops. When absences are recorded for the first two sessions, contact the persons in question to determine whether or not they will attend the remaining sessions. If they cannot attend, immediately replace them with new participants (chosen from a waiting list that you compiled during recruitment) in order to retain appropriate balance of the different groups that make up the workshop.

Sheduling Problems: Be alert to regularly scheduled holidays and meetings that might conflict with the workshop sessions. Also, teachers, understandably, may prefer that workshop sessions convene immediately at the end of the school day. However, consideration should also be given to the distance participants must travel to get to the workshop. By taking these factors into account, valuable workshop time will not be lost in waiting for latecomers. By serving the refreshments at the beginning of each session, the customary mid-session coffee break can be eliminated, again saving

much time that can be devoted to the workshop.

Equipment and Supplies: Efficiency is increased and frustration reduced by attending to the equipment needed before each workshop session. Sound projectors, tapes, films, and other aids, if they are to be used, should be tested and adjusted prior to the start of the session. It is crucial that this be done early in order that satisfactory substitutions can be made when it is necessary.

If materials are placed on participants' chairs before the sessions begin, they can read and become familiar with them while waiting for the workshop to start.

III. ASSESSING THE WORKSHOP

You have now planned, designed, and implemented the community school relations program; however, the job is not quite finished. To ascertain the effectiveness of this, or any program, requires that some mechanism or process be provided whereby the program may be objectively assessed or evaluated for its effectiveness. Evaluation seeks to determine:

(a) Whether or not the program was conducted according to the conditions and requirements outlined in its planning and development;

(b) Whether or not the program worked, i.e. if it was successful in achieving the desired goals or objectives;

(c) Whether or not the program was worth the amount expended in time, money, and other resources.

All of these are important to know.

For your immediate purpose you may be concerned primarily with the impact of the program---knowing the difference between conditions or behavior before the program and conditions or behavior after the program. This difference measures the impact or effectiveness of the program.

If you have done the pre-program research, you should have data indicative of pre-program conditions or behavior. Another inquiry conducted after the program will give you data on post-program conditions or behavior.

At the end of our workshop (and with little encouragement from us) the participants organized themselves into action groups. This was a natural outcome of the program and was clearly dependent on what occurred in the sessions. The action groups planned various projects such as devising ways to involve more parents, developing a handbook on school organization and programs for non-English speaking parents, planning programs for orienting new teachers to the community, etc. If the behavior of the participants toward each other does not change and if they are not making some effort to solve the problems of community-school relations, the workshop has made no difference.

We found it very helpful to have the participants complete a short checklist type of questionnaire at the end of each session.[11] The feedback enabled us to determine the program's progress. On the basis of the checklist data we were able to modify or change content

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[11] A sample questionnaire is provided in Appendix E.

materials and/or techniques. The questionnaire also provided participants with an opportunity to offer suggestions for improving the program and was an invaluable means of assessing the effectiveness of the ongoing program from the viewpoint of the participants. What the participants think of the program (as it moves along through each session) is of primary importance. If they lose interest, you should immediately seek to determine (and then correct) what may be wrong with the contents, method, or techniques, etc., before proceding any further. Also, don't overlook the possibility that you may need to change the discussion leader.

Concluding Comment

In this manual we have outlined what we consider to be workable procedures for planning, designing, and implementing a community-school relations program. This manual is the result of three years' work in community-school relations. We believe that by following these principles, in the manner suggested, you too will be able to set up a similar program that will be effective in your situation.

APPENDIX A

SAMPLE LETTER TO ANNOUNCE
THE WORKSHOP IN COMMUNITY-SCHOOL RELATIONS

Date_____

Dear_____:

A Community-School Relations Workshop Program will be conducted in District_____this year. The primary goal of this program is to improve community-school relationships through increased communication and understanding. In this manner people of this community, along with school personnel, can develop ways of working together to improve education for the community's children.

The program sessions will take the form of workshops. Participants will be encouraged to contribute ideas at all times and to suggest changes which they feel will make the program more effective.

The program will begin during the week of_____and will continue for_____weeks, meeting one afternoon a week, excluding holidays and/or vacation periods.

Parents and community representatives (such as school board members, PTA or PA officers, representatives from community-based organizations), teachers with and without organizational affiliations, principals, and supervisory staff are invited to attend.

Please complete and return the enclosed registration form.

Sincerely yours,

Project Director

REGISTRATION FORM

Date_____

Name_____

Home Address_____
Street City State Zip Code

Home Phone_____Social Security Number_____

Are you employed by the New York City School system? Yes_____ No_____

If yes, are you a: teacher_____ supervisor_____

principal_____ paraprofessional_____

assistant principal_____ other_____

If you are a school employee,
in what school are you employed?_____

Do you have children in this school district? Yes_____ No_____

If yes, which school(s)?_____

_____

Do you belong to any community organizations in this district? Yes___No____

If yes, which one(s)?_____

_____

Are you a member of the Community School Board? Yes_____ No_____

_____
Signature

APPENDIX B

SELECTION OF CSRW PARTICIPANTS

I. Selection Process

1. To insure that the program is relevant to the actual needs of the community and school, the selection process should be flexible.

   (a) The influence of certain organizations, e.g. UFT, varies from district to district. Therefore, the decision to have an organization as one of the major participating groups should be based on the extent of its activity in the area.

   (b) It would be appropriate to have participants decide whether they should treat the community-school relations problems, either at the school or district-wide level, or both.

2. The various groups in the community and the school system should be represented if the program is to effect significant education change.

II. Participant Criteria

1. Criteria for School Personnel

   (a) Proportionate number of all the groups working within the schools, e.g. local school board members, principals, assistant principals, supervisor, guidance personnel, bilingual teachers, union teachers, non-union teachers, paraprofessionals, etc.

   (b) Proportionate representation of the schools within the district.

   (c) Greater consideration and emphasis on those schools in which hostility and stress are most visible and those schools that have not previously participated in the program.

   (d) Proportionate ethnic representation of the schools' personnel.

2. Criteria for Parents

   (a) Proportionate representation from the different ethnic and socio-economic groups within the community.

   (b) Registration of their children in schools within the district.

   -and one or more of the following:

   (c) Possession of some basic understanding of school problems, practices and regulations.

(d) Previous school involvement, e.g. membership in PTA or PA, service on school committees, etc.

(e) Involvement in community affairs affecting education.

3. Criteria for Students

(a) Proportionate representation of the schools' ethnic populations.

(b) Equal representation of students actively involved in school and community affairs and students who are uninvolved or dropouts.

4. Criteria for Community Representatives

(a) Proportionate ethnic representation of the community.

(b) Membership or employment in a community-based organization concerned with educational matters.

III. Recruitment Sources

1. Recommendations can be elicited from some of the following sources:

(a) Community cooperations and organizations.

(b) School associations and organizations.

-and one or more of the following:

(c) Youth councils and student governments.

(d) Past participants in former workshops.

(e) Individuals who are members of the different groups represented in the workshop.

APPENDIX C

A SAMPLE QUESTIONNAIRE

Name_____ Date_____

School District No._____

We are asking you to answer the following questions in order to help us determine the issues and problems that you believe are basic to improving community -school relations in your district.

A. 1. Are you closely associated with any particular elementary school in this district? If so, which one? In what capacity? (e.g. parent, principal, teacher, other).

_____

_____

2. Are you a member of a community school board?

1. Yes
2. No

Comments:_____

_____

_____

_____

3. During the last school year how often did you spend time taking part in clubs or groups that have something to do with school or education? (Include Parent Association, Parent Involvement, etc.)

1. Almost never
2. Rarely
3. Occasionally
4. Frequently

List names of the groups here:

_____

_____

4. During the last school year, how often did you spend time taking part in clubs or groups that have something to do with your neighborhood or community?

1. Almost never
2. Rarely
3. Occasionally
4. Frequently

List names of the groups here:

_____

_____

B. Below is a list of activities which can involve decisions concerning schools. For each activity, please indicate how much involvement you feel teachers should have.

5T. SETTING THE EDUCATIONAL GOALS OF THE SCHOOLS IN YOUR DISTRICT
Teachers should have:

1. Little involvement
2. Some involvement
3. Full involvement

6T. DETERMINING HOW YOUR SCHOOL DISTRICT'S MONEY IS TO BE SPENT
Teachers should have:

1. Little involvement
2. Some involvement
3. Full involvement

7T. HIRING TEACHERS
Teachers should have:

1. Little involvement
2. Some involvement
3. Full involvement

8T. REMOVING TEACHERS
Teachers should have:

1. Little involvement
2. Some involvement
3. Full involvement

9T. HIRING AND REMOVING ADMINISTRATIVE AND SUPERVISORY PERSONNEL
Teachers should have:

1. Little involvement
2. Some involvement
3. Full involvement

10T. MAKING CHANGES IN THE SCHOOL CURRICULUM
Teachers should have:

1. Little involvement
2. Some involvement
3. Full involvement

Do the same for parents and community, numbering your answers 5P, 6P, 7P, 8P, 9P, and 10P for parents, and 5C, 6C, 7C, 8C, 9C and 10C for community people.

C. Below are some statements about children and education. Please indicate the extent of your agreement or disagreement with each statement according to the following scale:

If you disagree strongly: circle 1.
If you disagree somewhat: circle 2.
If you are undecided: circle 3.
If you agree somewhat: circle 4.
If you agree strongly: circle 5.

	Strongly Disagree	Disagree Somewhat	Undecided	Agree Somewhat	Strongly Agree
1. Most adults in the community our schools serve understand what the schools are trying to do.	1	2	3	4	5
2. About the only time parents go to the school in our community is when they have a grievance.	1	2	3	4	5
3. Our community school board is sympathetic to our school's needs.	1	2	3	4	5
4. Children in our community lack respect for authority.	1	2	3	4	5
5. Few community people ever look at the positive aspects of the educational programs of schools in our community.	1	2	3	4	5
6. Most administrators in our district are sympathetic to community needs.	1	2	3	4	5
7. Some teachers are hostile to the children in our community.	1	2	3	4	5
8. Most school staff members seek to have community people contribute their ideas about how the schools can be improved.	1	2	3	4	5
9. Most school staff members treat members of the community as equals.	1	2	3	4	5
10. About the only time our schools communicate with members of the community is when there is trouble.	1	2	3	4	5
11. The principal should be outspoken in his views regarding issues in the community in which his school is located.	1	2	3	4	5
12. In our community, there is a good feeling toward the schools.	1	2	3	4	5
13. In our community, school administrators are always willing to talk with community people.	1	2	3	4	5

APPENDIX D

VARIOUS TECHNIQUES USED IN WORKSHOPS IN COMMUNITY-SCHOOL RELATIONS

A. Brainstorming. A process in which members of a group express all the ideas that come to mind concerning a particular subject, analyze these ideas, and then rank them from the most appropriate to the least appropriate for the group's purpose.

Using the brainstorming technique, the discussion leader could ask all of the participants to consider a question, such as, "What causes some children to fail to learn how to read?" The question could be written on the blackboard or on newsprint. Then, for a period of five to ten minutes, the leader could encourage the members of the group to state every idea that comes to mind about the question. Each idea stated could be listed on the blackboard or on newsprint. When the time is up, the group examines the list. The discussion leader strikes out those items which are thought to be repetitious or clearly inappropriate. The group is now ready to analyze the remaining ideas.

The purpose of brainstorming is to get as many different ideas or suggestions voiced as possible, and then, after they are all expressed, to determine which idea seems to offer the most acceptable solution.

B. The Case Study. A technique in which available items of information about a subject are collected in order to arrive at an understanding of that subject.

Through the case study technique a detailed description of a problem situation could be presented, either verbally or in written form, to the workshop group. Participants could first be asked to study the problem and to share their ideas as to how it might be solved, and then to examine how the people in the case study went about seeking their solution. While the workshop group examines the case, it should be asked to keep the following questions in mind:

Who were the people involved?
What were they like?
What did the people involved do?
How did they relate to one another?
What were the conditions under which the different actions occurred?
What was the result of the actions taken?
How was the problem solved?
Were there any other ways that the people in the case study might have handled the problem?

Once the case study has been analyzed, the workshop members should consider what they have learned from this analysis that might be useful in dealing with their own problems.

The case study method can be used to give a group, whose members have different and varied interests, a common problem that they can discuss together. It can also be used to introduce people to problem situations that they have not yet experienced but which they might face in the future.

C. Role-Playing. A method in which participants deal with a particular problem by acting out the significant aspects of a situation. In this way participants may practice the types of behavior that can lead to problem solution.

Role-playing is a popular technique that is often used in workshops to present problems in a way that is as close as possible to real-life situations. Participants are asked to play the parts, or roles, of people involved in a problem situation and to act in the way that they think those people would have behaved in that situation. If there are more workshop participants than the role-play calls for, the remaining members can act as observers of the role-play.

When the role-play is ended, after fifteen to twenty minutes at the most, the whole workshop group discusses what took place and why the players acted as they did. The group considers such questions as:

How did the attitudes of the persons represented affect their behavior?
How did each actor or actress feel?
What was good about the way the problem was handled?
What was bad?
Was anything learned which might help in dealing with similar situations?

By watching a role-play, participants can observe how others handle a problem and can then learn about different behavior that might be of use to them in similar situations. Through playing different roles, participants also get the chance to practice assorted behavior and skills in various situations. By playing the roles of different people, participants may also come to better understand how their own behavior may affect others, and how others might react to a situation different from their own.

D. Fishbowl. A technique in which a specific number of people discuss a subject while being observed by other members of the workshop group.

In the fishbowl technique, a small group of participants (four or five) could be selected by the leader and asked to form a small circle in the middle of the room, with one empty chair being made part of this circle. The leader gives the members of this "inner circle" a topic for discussion, and asks them to be as frank and open about their feelings and attitudes as is possible. The other members of the group act as observers, with the opportunity for any one of them to join the circle at any time he or she feels strongly that a contribution can be made to the discussion under way. At least thirty minutes should be devoted to the fishbowl discussion that follows, so that some of the superficial reactions will be exhausted, allowing the group an opportunity to bring out some of the deeper and more relevant issues. Then a general discussion of the exercise should follow, with both the participants and the observers commenting on what they have seen.

Hopefully, the observers will have benefited by witnessing and appraising the different responses and opinions presented by the active participants in the discussion. The participants, in turn, will benefit by the comments of observers, who can point out more objectively the arguments that were most reasonable, or the decisions that were most sound.

Role-Playing Evaluation Sheet

Individual or Group Observed_____

	Yes	No	Sometimes
1. Attitude (a) Is confident of the validity of his position (b) Is only concerned with pushing his own views (c) Is sensitive to others' viewpoints (d) Shows reasonable disposition (e) Is prepared to compromise in order to reach agreement			
2. Performance (a) Is able to persuade others to his viewpoint (b) Knows the situation under discussion well (c) Is able to decide on the validity of a given agreement (d) Is liked by others, though they may disagree with him (e) Is sufficiently "in character"			
3. Credibility (a) Is an effective negotiator (b) Is listened to by others (c) Can separate emotionalism from discussion (d) Loses opportunities for convincing others because of hesitancy, bad manners, etc. (e) Is frank and open about his reasons for a given stand			
4. The Overall Exercise (a) Showed clearly reasons for lack of communication (b) Focused on some of the real issues at stake (c) Was a good example of the value of an all-out discussion of issues (d) Made significant progress towards ironing out differences (e) Allowed each side a fair hearing of its views			

APPENDIX E

Aspects of Participant Interaction in the Problem-Solving Technique

It may be of some use here to indicate how the participants will hopefully react to a specific Community-School Relations Workshop curriculum, such as the one that has been developed by the Center for Urban Education. If the Interaction does not develop as outlined below, it is advisable to consider why this is the case and to change the specified techniques and activities. It is important to remember that the curriculum discussed below, although frequently detailed in its approach, is basically an outline.

In the first three sessions of the workshop, the participants are familarizing themselves with the workshop goals and methods, as well as with each other. They are establishing the need for the workshop by identifying educational problems in their community, but they are not yet specifically considering how they as a group can most effectively deal with these problems. Instead, they are reviewing the rudiments of group problem-solving by analyzing the process itself, preparing themselves for future action by learning the steps that are involved in group problem-solving. Since they are now being oriented to the program and its purpose, they are likely to discuss most things in an abstract way, virtually placing themselves outside of the situation and acting as supposedly objective observers to a hypothetical state of affairs. It is in these first three sessions that the participants are most likely to agree with each other - after all, they are examining conditions rather than causes, methods rather than motives.

But in Sessions IV, V, and VI, the participants start to become polarized. Controversy is likely to develop as a discussion of accountability forces them to express their ideas about the roles and responsibilities in the educational process of all the groups represented in the workshop. Conflicting expectations and interests become apparent, and hostility often develops as a result. But as the participants, in fishbowl and role play, examine each other's arguments and analyze each other's positions, they begin to recognize that there is valid reasoning on all sides. Understanding of each other increases, and with it, the willingness to cooperate and compromise. By realistically and accurately appraising themselves and each other, they are taking a major step toward effective interaction.

They are now ready to examine the situation in the schools. Sessions VII, VIII, IX and X deal with the existing problems in the educational process, problems that are evident in their own community. Irrelevant curriculum, ineffective training of professional staffs, inaccurate textbooks, and instructional materials, incompetent counseling - these and more are discussed as the participants examine why and how the schools are failing to educate so many students. Accurate and detailed information and statistics about conditions in the schools are obtained, and previous attempts at solutions are analyzed. The participants learn much from each other as they pool their resources to research the existing situation.

But it is in Sessions XI through XV that the participants finally move to jointly-developed workable solutions to their common problems. They choose those problems most pressing in their district, and use the knowledge and skills they

have acquired in previous workshop sessions to develop a plan of action to deal with them. This plan of action, consisting of a workable set of activities or a detailed set of recommendations for specific actions, will hopefully involve not only the workshop participants themselves, but the groups they are a part of as well. If it does, the central objective of the Community-School Relations Workshop will have been achieved.

APPENDIX F

Participants' Session Rating Form

Date_____

Your reactions, along with your suggestions, will assist in improving the quality of the workshop. Please answer each question below; you may answer in Spanish if you wish to do so. Use the back of this form if you need more space for additional comments. Be sure to hand in this form before you leave.

1. If you are an occasional or first-time visitor, check here: _____

2. I am in (please check):
_____Group 1
_____Group 2

3. I am a:
_____Community School Board Member
_____Parent participant
_____Other Community; please describe:
_____
_____
_____UFT Chapter Chairman
_____Teacher
_____Paraprofessional
_____Principal
_____Assistant Principal
_____Student
_____Other; please describe: _____
_____

4. What was the major topic of today's session?_____
_____

5. In relation to the Workshop's overall goals, today's topic was:
_____Unimportant
_____Of some importance
_____Important
_____Of great importance

6. In relation to today's major topic, the discussion was:
_____Almost never relevant
_____Sometimes relevant
_____Frequently relevant
_____Almost always relevant

7. During today's session, I felt free to participate:
_____None of the time
_____Some of the time
_____All of the time

8. If any printed materials were used for today's session, please answer the following:

The printed materials were:
_____Not relevant to the topic
_____Somewhat relevant to the topic
_____Relevant to the topic
_____Very relevant to the topic

The printed materials were:
_____Confusing
_____Somewhat unclear
_____Very clear

9. What was the major technique used today (e.g., discussion, lecture, role play, etc.):
_____
_____

10. I found the technique to be:
_____Not appropriate to the topic
_____Somewhat appropriate to the topic
_____Appropriate to the topic
_____Very appropriate to the topic

11. I found this technique to be:
_____Used very poorly
_____Used somewhat poorly
_____Used fairly well
_____Used very well

12. In general, I felt that the:
_____Teachers didn't participate enough
_____Principals didn't participate enough
_____Community representatives didn't participate enough
_____Everyone participated well

13. In relation to the <u>educational needs of this community</u>, today's session was:
_____Not very relevant
_____Somewhat relevant
_____Relevant
_____Highly relevant

14. Overall, I found the quality of today's session to be:
_____Very Poor
_____Poor
_____Fair
_____Good
_____Excellent

15. What was the one best thing about today's session?_____

_____

_____

16. What was the least satisfactory thing about today's session?_____

_____

_____

17. Future Workshops can be improved by:
_____

_____

_____